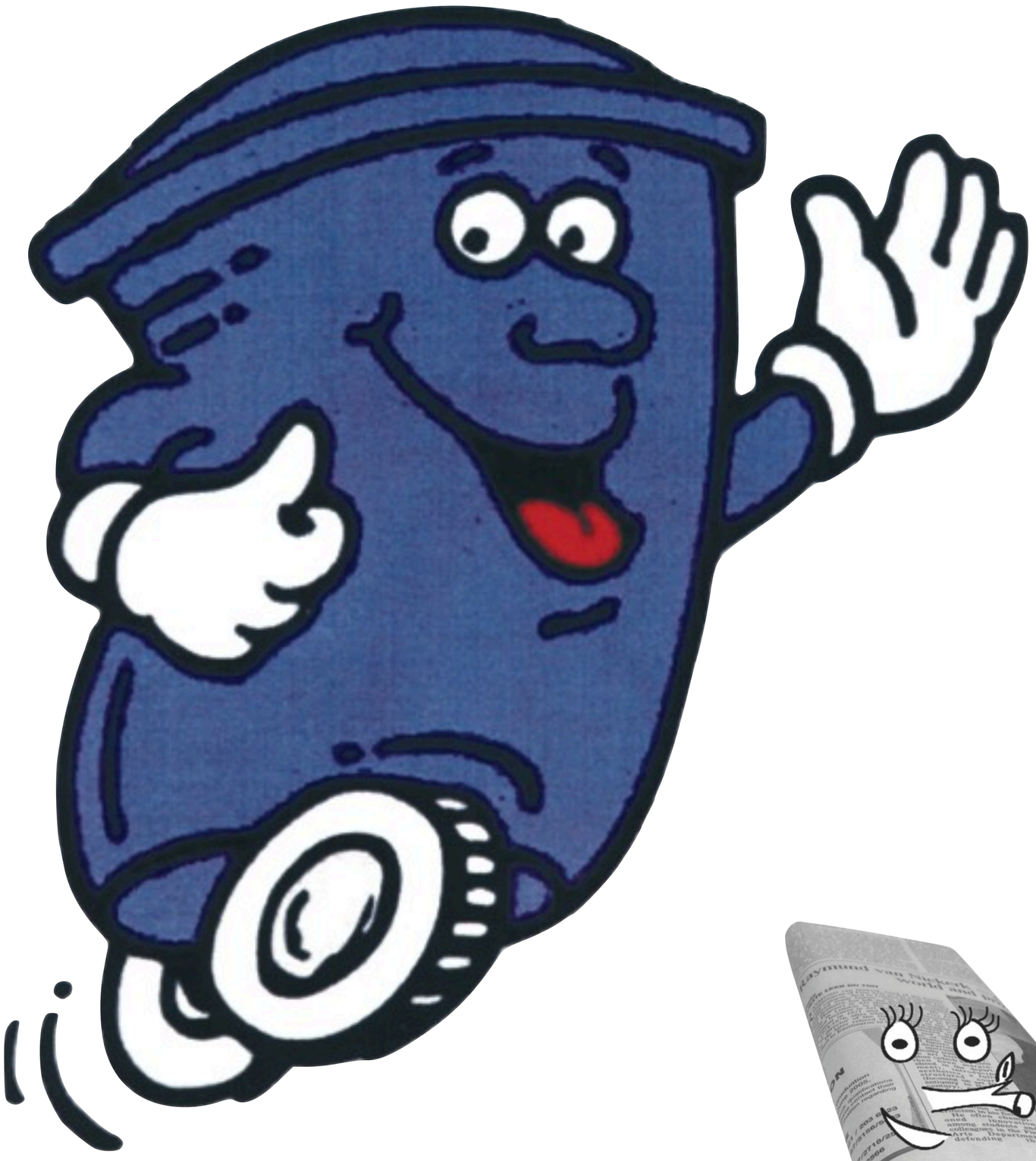
Too Good To Throw Away!

City of Tucson
Recycling Education Program



Pre- & Post-Visit Activity Booklet
Grades 1-2

Dear Teacher,

Welcome to ***Too Good To Throw Away!***, Tucson's recycling education program. ***Too Good to Throw Away!*** is designed for grades 1-2; classroom presentations are available for free to schools located within the Tucson city limits

The goals of *Too Good to Throw Away!* are:

1. To increase participation in recycling in Tucson *(Do More Blue!)*.
2. To reduce recycling contamination (making sure non-recyclable items stay out of the Blue Barrels).
3. To provide engaging activities that meet Arizona Department of Education standards.
4. To instill an environmental ethic in students.

Too Good To Throw Away! is a three-part program that includes:

- A pre-visit activity.
- A 60-minute classroom visit from a presenter.
- Two post-visit activities.

In ***Too Good To Throw Away!***, students become "Blue Sleuths" and learn what it means to Reduce, Reuse, and Recycle. They are also encouraged to "Rethink" what they throw away. They are introduced to four characters representing what we can recycle in Tucson: Paige Paper, Gabby Glass, Mike Metal, and Pete Plastic. These four characters also represent the natural resources that can be recycled again and again to create new products.

How to get the most out of *Too Good To Throw Away!*:

- Do the pre-visit activity with your students *before the classroom presentation*.
- Prepare for the presenter's visit:
  - Coordinate with other teachers to schedule several presentations in a row and reserve **one room** (classroom, library, MPR, etc.).
  - Have a table cleared for presentation materials, with floor space in front where the students can sit.
  - Review Teacher Background Information.
- Do the post-visit activities with your students *after the classroom presentation*.
- Use the "Extension Ideas" listed with the activities to explore how to make recycling an ongoing part of your classroom.

Thank you for teaching ***Too Good To Throw Away!***. This program provides practical knowledge and skills that will help your students make intelligent decisions now and in the future!

Waste Reduction Staff
City of Tucson
Environmental Services
tucsonaz.gov/DoMoreBlue

Do More Blue

For more information, please contact:
Outreach Education Coordinator
Environmental Education Exchange
738 N. 5th Avenue, Suite 100
Tucson, Arizona 85705
(520) 670-1442 • outreach@eeexchange.org
www.outreach-scheduling.org

Too Good To Throw Away!

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Blue Sleuth Activities:

(These activities can be conducted before or after the classroom presentation.)

Blue Sleuth Activities

Activity #1: Know Your 3Rs!

Vocabulary Lesson and Secret Code

Overview:

Students define important recycling vocabulary and decode a secret message.

Arizona Department of Education Academic Standards:

Please refer to the Arizona Department of Academic Standards section for the ADE standards addressed by this lesson.

Objectives:

Students will be able to:

- define and use recycling vocabulary
- state that almost half of what we put in our landfill could be reused or recycled
- identify four alternatives to trash disposal: reduce, reuse, recycle, and compost

You will need:

- one photocopy of each of the six recycling vocabulary images
- one photocopy of *Know Your 3Rs! Vocabulary* (cut into strips as indicated)
- one photocopy for each student of *Know Your 3Rs! Secret Code*

Directions: (estimated time 60 minutes)

1. Know Your 3Rs! Vocabulary

- Tell students that this lesson will prepare them for a recycling presentation called *Too Good to Throw Away!*.
- Hand out the recycling vocabulary images to six student volunteers.
- Hand out the *Know Your 3Rs! Vocabulary* word strips to six other student volunteers. (If the reading level of the definitions is too advanced for your students, skip this step and read/explain the vocabulary definitions yourself.)
- Have the first six students hold up their images while the other six students read their words and definitions out loud.
- Have all students think of their own examples for each word and its definition. Share some as time allows.

2. Create a bulletin board.

- Create a bulletin board about recycling using the vocabulary, vocabulary images, and additional information/imagery located in the Teacher Background Information, as well as from the Internet.

(continued on next page)

Activity #1: Know Your 3Rs!

Vocabulary Lesson and Secret Code

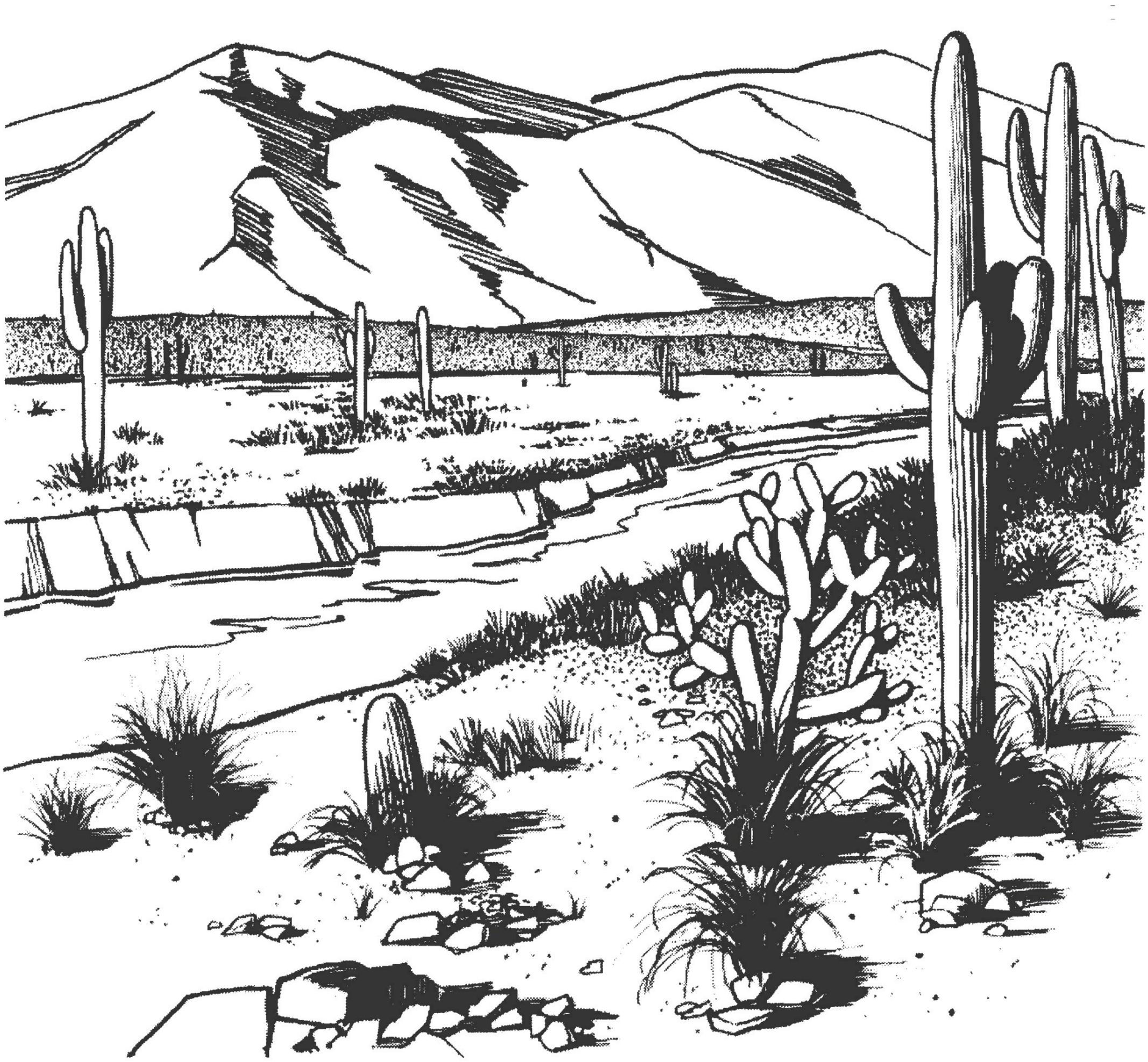
(continued)

3. Know Your 3Rs! Secret Code

- Hand out *Know Your 3Rs! Secret Code* to each student. Students should use the Secret Code Box to decipher the hidden message.

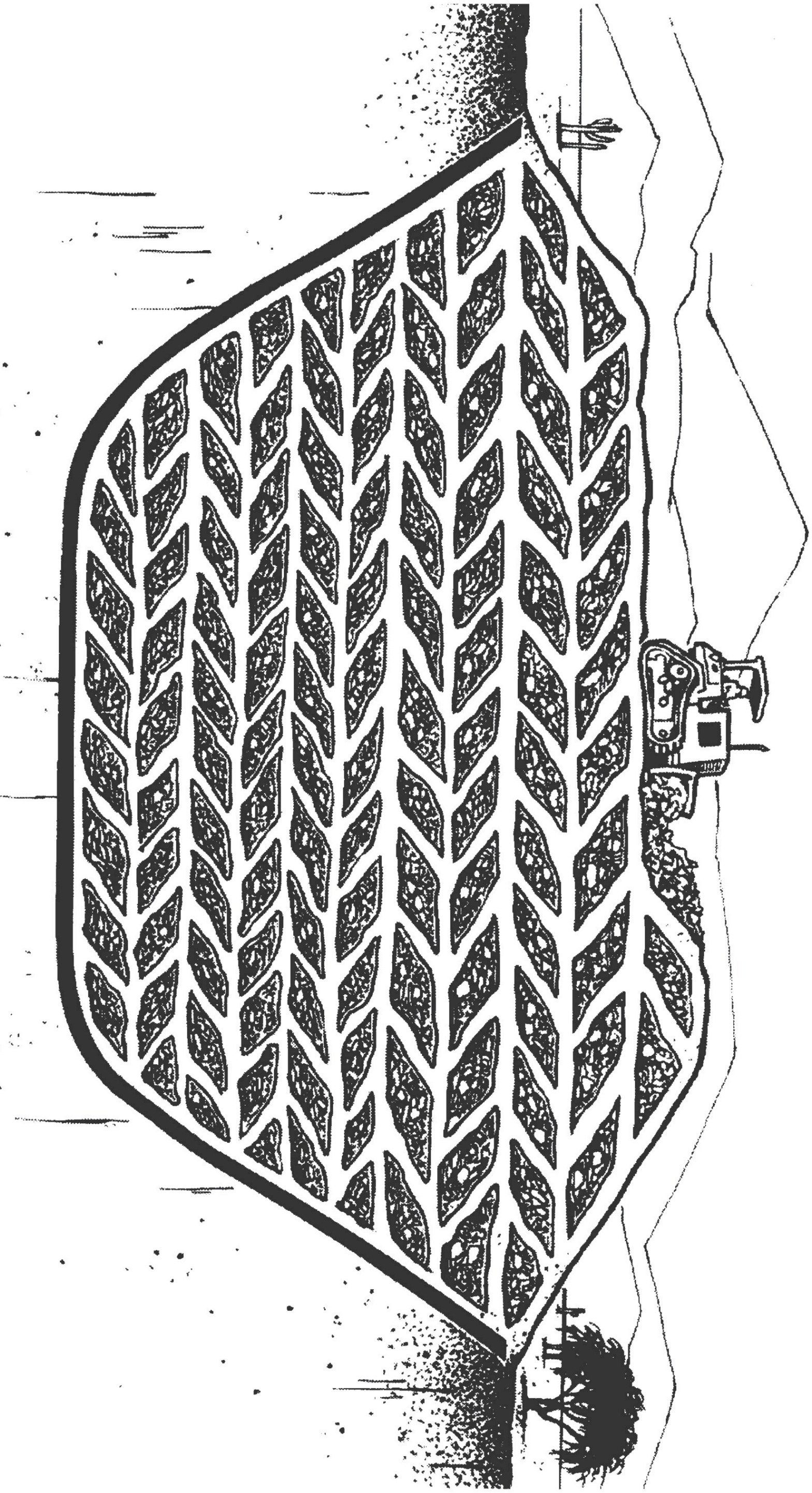
Extension Idea:

- Have students create their own secret codes and hidden messages related to the *Know Your 3Rs! Vocabulary* words.

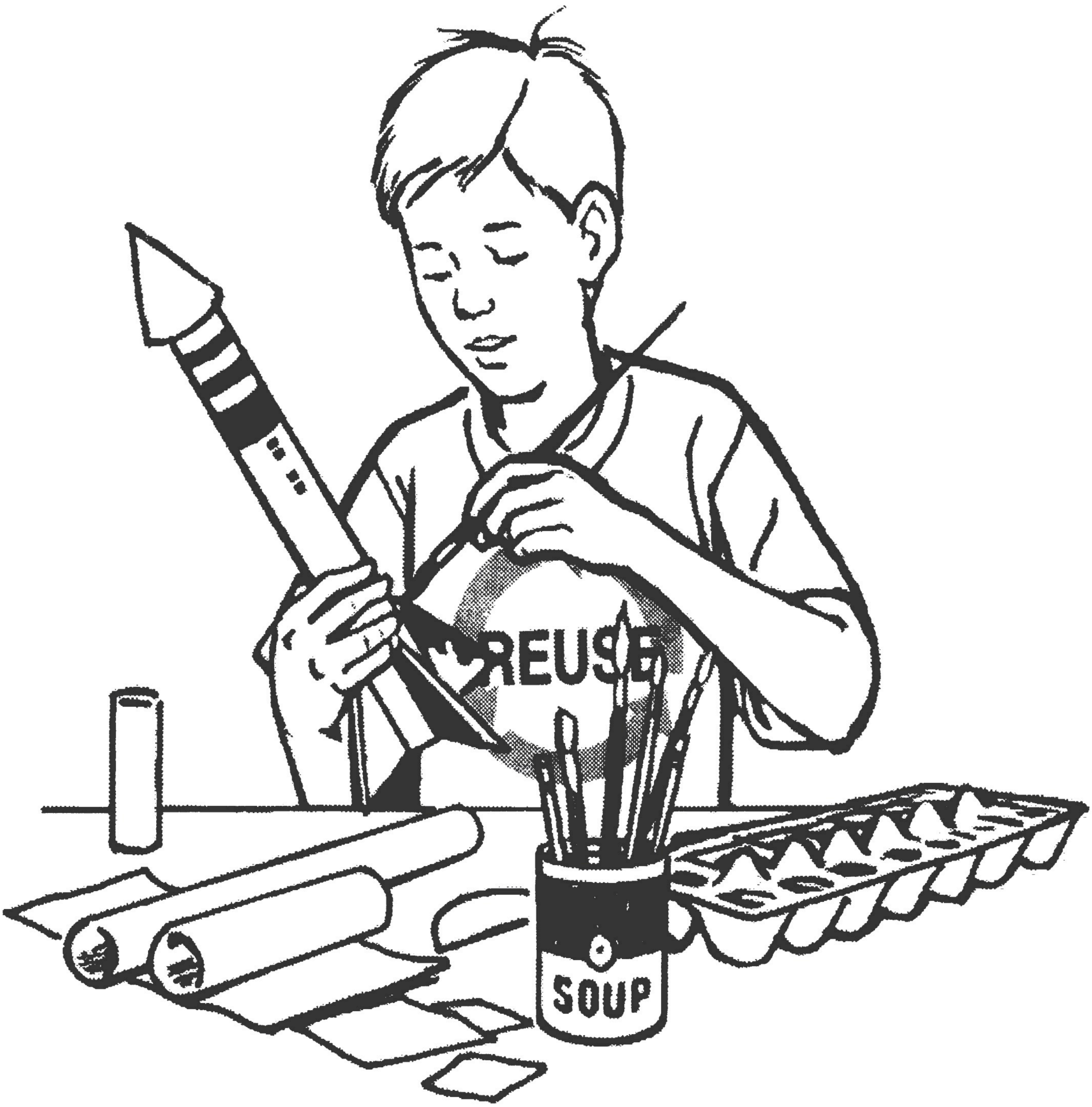


natural resources

Tarantula



reduce



reuse

recycle

compost

Know Your 3Rs! Vocabulary

Note to Teachers: Copy on card stock if available and cut along dotted lines.

Natural Resources ***(noun)***: Raw materials and energy that we get from nature; land, water, trees, sunshine and minerals. Everything comes from natural resources. For Example, this piece of paper came from a tree.

Landfill (***noun***): The place where trash is taken and buried in a special pit lined in plastic. Almost half of the things that end up there could have been reused, composted, or recycled.

Reduce (***verb***): To buy or use fewer items or to throw away less trash. For example, you can use a cloth bag repeatedly instead of a plastic bag to carry home groceries.

Reuse (***verb***): To save something and use it over and over again for the same purpose or another purpose. For example, you could make a toy rocket our of old paper towel rolls.

Recycle (***verb***): To make something used into something new. When you run out of things to do with your cans and newspapers, you can recycle them so they go to companies that make new things from them. A recycled newspaper can be made into another newspaper or comic book.

Compost (***verb/noun***): To compost is a way to recycle food scraps and yard waste. You can compost things that were once part of a living plant. Banana peels, coffee grinds, grass clippings and leaves can all go into a compost pile to eventually turn into rich soil.

Know Your 3Rs! Secret Code

Hey Kids! What does the Blue Barrel want to tell you? Decode the message below.

Directions:

First, find the letters that match the symbols in the Secret Code Box. Next, write the matching letters below the symbols. Good luck!

SECRET CODE BOX:

R = ☺	S = 🔔
A = 📖	U = ✪

SECRET MESSAGE:

☺ED✪CE, ☺E✪🔔E, ☺ECYCLE TOD📖Y!

__ED__CE, __E__ __E, __ECYCLE TOD__Y!

WHEN YO✪ THROW LE🔔🔔 📖W📖Y,

WHEN YO__ THROW LE__ __ __W__Y,

THE PL📖NT🔔 📖ND 📖NIM📖L🔔 🔔HO✪T

THE PL__NT__ __ND __NIM__L__ __HO__T

HOO☺📖Y!

HOO__ __Y!

Blue Sleuth Activities

Activity #2: Recycle Today!

Mini-Poster Activity

Overview:

Students discuss ways to reduce the world of waste and create a mini-poster that makes sorting trash from recyclables easy.

Arizona Department of Education Academic Standards:

Please refer to the Arizona Department of Academic Standards section for the ADE standards addressed by this lesson.

Objectives:

Students will be able to:

- identify and list what can be recycled in Tucson
- discuss ways to organize home and school recycling centers

You will need:

- *Meet the Recyclables* - one photocopy, or display using a Smart Board or overhead projector
- white paper
- markers or colored pencils

Directions: *(estimated time 60-90 minutes)*

1. Meet the Recyclables!

- Ask students "Do you know what we can recycle in Tucson?".
- Display *Meet the Recyclables* (use a print copy or a Smart Board or overhead projector).
- Introduce each recyclable to the class: Paige Paper, Gabby Glass, Mike Metal and Pete Plastic.
- For each recyclable category, ask students to provide examples and list on the board. (Refer to Page 21 for a detailed list of materials that can be recycled in Tucson.)

2. Recycling at Home

- Remind the students that recycling is something they can do now - they don't need to wait to be grown-ups! By recycling, students will help save natural resources, such as trees, water, minerals, and desert plants and animals.
- Ask students "What can you do at home to make recycling easy and fun for the whole family?" and "How can you help your family to remember what can be recycled?".
- Have students create mini-posters incorporating the four recyclable categories as well as the items listed on the board. Students should take their posters home to place near their family's recycling barrel.

(continued on next page)

Activity #2: Recycle Today!

Mini-Poster Activity

(continued)

3. Recycling at School

- Ask students "What might we do to reduce the amount of trash we produce as a class?".
- As students brainstorm, write their ideas on the board.
- After a list has been created, lead the class into agreement on which strategies could make the most difference and prioritize the list. Some examples: using both sides of a piece of paper, buying only what we need, looking for products with the least amount of packaging, buying recycled products, giving books, toys and clothes we no longer need to charity or friends.
- Then take concrete steps to set these strategies in motion. For example, if "use back of old homework for scratch paper" is listed, set up a basket or box for the class to collect paper that is clean on one side.
- If "create a classroom recycling program" is listed, set up an appropriate container and collection schedule.
- Keep it simple and make it FUN!

Extension Ideas:

- Have students cut out pictures of recyclable materials from newspapers and magazines and paste them onto their mini-posters.
- Sign up for the national school recycling competition at recycle-bowl.org and enter to win prizes for your school.

Meet the Recyclables

Blue Sleuth Activities

Activity #3: Race to the Moon with a Recycool Rocket

A Reuse-It Crafts Project

Overview:

Students build a toy rocket ship, a robot, or an imaginary animal, out of once-used materials.

Arizona Department of Education Academic Standards:

Please refer to the Arizona Department of Academic Standards section for the ADE standards addressed by this lesson.

Objectives:

Students will be able to:

- demonstrate a fun, hands-on way to reuse "trash"

You will need:

- an assortment of clean, used materials: tin/steel cans (without sharp edges), tubes of all sizes, pie plates, aluminum foil, aluminum cans, plastic containers, cardboard, magazines, newspapers, etc.
- tape or glue (packing tape works well)
- scissors
- thick markers (for naming or labeling)
- pictures of rocket ships, robots, animals, etc. (optional)
- Remember your camera!

Directions: *(estimated time 90 minutes)*

1. Discuss ways to reuse household items.

- Ask students "Does it make sense to use something once and then just throw it away?".
- Tell them that this activity demonstrates one fun way to reuse "trash."

2. Gather students into teams.

- The size of the teams depends on number of students and/or materials.
- Offer suggestions of what students might make or let them imagine their own designs.
- Display pictures of various things they might make such as rockets or animals.

3. Challenge the teams to create a rocket, a robot, or a rascal.

- Split the materials fairly evenly between the teams.
- If you choose to do the rockets, you can integrate the activity with a history lesson about the space race in the 1960s.
- Give students time to design and build their creations.

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Activity #3: Race to the Moon with a Recycool Rocket
A Reuse-It Crafts Project

(continued)

4. If you wish, ask students to create a label or sign about their creation.

5. Recycle leftovers.

- Remind the students to recycle what they can of their rockets (or other inventions) when they are done playing with them! Materials that are not recyclable should be thrown in the trash, or saved to be re-used another time.

Extension Idea:

- Enter student projects in the annual RUMBA (Re-Used Materials Becoming Art) Contest sponsored by Tucson Clean and Beautiful. Call (520) 791-5000 or email recycle@tucsonaz.gov for more information.

Teacher Background Information

A World of Waste

What is solid waste? What is solid waste? Also referred to as trash, rubbish, refuse, or garbage, solid waste means waste material that is not liquid or gas. These lessons focus on municipal solid waste (MSW), which includes household, commercial and institutional waste, but not wastes from mining, agriculture, silviculture, demolition debris, and a variety of sludges. The term "waste" has interesting connotations. It can refer to something leftover or something not used wisely. Much that is considered waste could actually be used wisely.

Solid waste is a serious issue in the United States. The U.S. leads the world in the production of municipal solid waste. Even compared to other wealthy industrialized nations such as Japan or countries in Europe, we generate twice as much solid waste per capita. The average American produces about 4.5 pounds of garbage each day! In 1960, that figure was 2.6 pounds. Every year in the United States, we generate 250 million tons of garbage. That's enough trash to cover the state of Arizona 5 times!

Recycling has been growing steadily for over 30 years. From 1980 to 1990, the U.S. almost doubled its recycling rate from 9 percent to 17 percent. In 1995, our country's average recycling rate was over 25 percent, and by 2010, it was approximately 34 percent. At Tucson's Los Reales landfill, more than 1,500 tons of garbage arrive every day, much of it recyclable. Tucson's recycling rate has increased from 9% to 23%.

A new state of the art Materials Recovery Facility (MRF) opened in July 2012, allowing us to recycle a wider variety of material than ever before – especially plastics. Now we can handle all seven types of recyclable plastics.

Recycling is much more than an alternate means of waste disposal. Recycling is about conserving natural resources, reducing our use of energy and materials, minimizing pollution, and more.

What are the "Three Rs"?

In a waste reduction context, the "Three Rs" refer to reduce, reuse, and recycle. These are the three most basic, important ways to reduce waste, conserve natural resources, and decrease our impacts on the natural world. Reducing, reusing, and recycling often save money, too.

It is important to recognize that the order cited — reduce, reuse, recycle—is not arbitrary. Some people tend to think of recycling as a central focus and of reducing and reusing as less important, but this is not a correct understanding. Reducing is actually the most efficient way to conserve resources. Reusing is second in efficiency. Recycling is important, but is not as efficient as reducing and reusing. Recycling of course involves a cycle. For recycling to be successful, we need to complete the cycle, or "close the loop," by buying recycled goods.

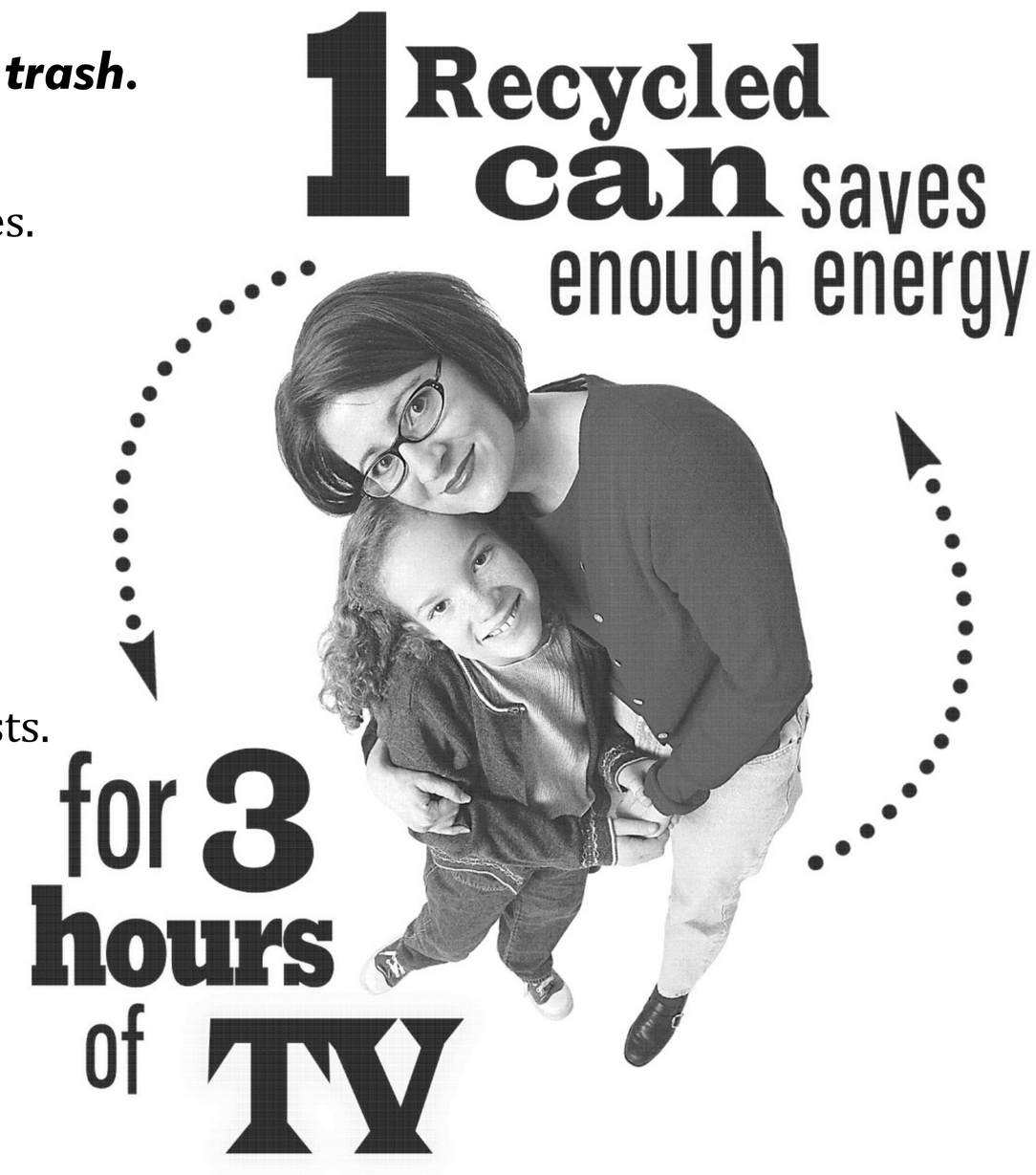
Although confusing, it's important to learn to distinguish between the "made from recycled" symbol, which is a trio of light chasing arrows on a dark circle background, from the "recyclable" symbol, which is a simple trio of chasing arrows, with no dark background. A "made from recycled" product is actually made from materials that have been used before.

The Three Rs

REDUCE

To buy or use fewer items or to throw away less trash.

- Prevent waste; buy only what you really need.
- Purchase products you use regularly in large packages.
- Purchase products in less packaging.
- Purchase concentrates and bulk goods.
- Buy products in refillable packaging.
- Borrow, loan, rent, lease, or share when possible (books, tools, etc.).
- Use both sides of paper.
- Take action to get your name deleted from mailing lists.
- Repair instead of replace something broken or worn.
- Buy good quality, durable products fabricated so that they can be repaired.
- Take good care of your things so that they last.



REUSE

To save something and use it over again for the same purpose or another purpose.

- Choose reusable rather than disposable goods (napkins, mugs, razors, sponges, etc.).
- Purchase used goods (furniture, books, music, toys, clothes, etc.).
- Sell or give away goods you no longer want or need.
- Use the back of old paper as scratch paper.
- Use glass jars, plastic tubs, water bottles, lunch bags, etc. again and again.
- Use leftover materials to make something different (scrap lumber to build a bat house or doll house).

RECYCLE

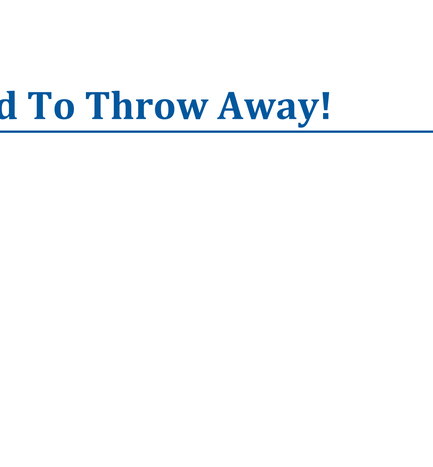
To make something used into something new.

- Recycle as much as possible through community collection programs, either curbside or at drop-off locations.
- Adjust your purchasing habits to buy items in packages that are recyclable in your area.
- Keep an eye out for special recycling programs, such as opportunities to recycle copier or computer printer cartridges through an office supply store and Christmas tree collection programs.
- Remember to buy recycled! Look for products and packaging with recycled content.
- Help “nature’s recycling” by composting kitchen and yard waste.

Do More Blue

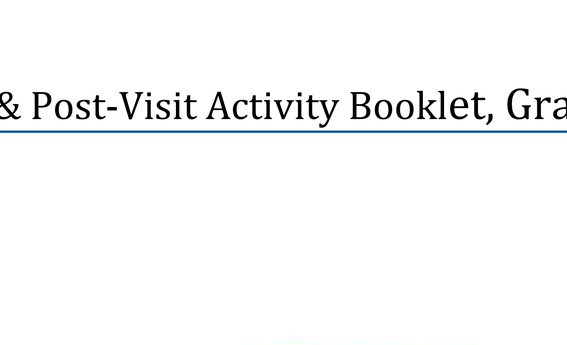
Do More Blue [EVERYDAY]

Discover all you can Blue at tucsonaz.gov/esd



1. PLASTIC (PETE) BOTTLES

2. PLASTIC CONTAINERS



3. PLASTIC (HDPE) BOTTLES AND JUGS

4. CORRUGATED CARDBOARD
5. BROWN PAPER BAGS
6. NEWSPAPERS

7. PAPERBOARD
8. MOLDED FIBERBOARD

9. MAGAZINES AND CATALOGS
10. NOTEBOOKS AND PHONEBOOKS

12. ALUMINUM CANS
13. STEEL / TIN CANS

14. RIGID PLASTICS

11. GLASS FOOD AND BEVERAGE BOTTLES AND JARS

15. MILK CARTONS AND DRINK BOXES

16. PRINTING AND WRITING PAPER
17. MAIL AND COPY PAPER
18. BROCHURES AND OTHER PAPER

AND PLEASE, NO PLASTIC BAGS, BUBBLE WRAP OR STYROFOAM!™

CITY OF TUCSON ENVIRONMENTAL SERVICES
WWW.TUCSONAZ.GOV/ESD

The success of the *Do More Blue* program depends on two factors:

- **Quality** of the recycled materials, and
- **Efficiency** of the collection.

It is the responsibility of each homeowner to follow these recommendations which allow for the best separation and eventual use of the recycled materials.

Unacceptable Materials:

- Plastic bags
- Grass
- Yard waste
- Styrofoam
- Food waste
- Diapers
- Clothing
- Aluminum foil
- Hazardous waste

Guidelines for Blue Barrel Recycling

- Please make sure materials are clean, empty and dry.
- Set out your Blue Barrel for collection when it is more than half full to decrease fuel consumption and air pollution.
- Have barrel at curb by 6 a.m. to ensure service.
- Leave labels on containers.
- Bottle and jar caps and lids can be recycled.
- Lightly rinse food containers. Use water wisely - throw very dirty items into the garbage.
- All recyclables go loose into the Blue Barrel, together - no sorting! Please put them in individually, not inside a box or bag.
- Do not flatten cans and bottles to ensure sorting equipment works properly.
- Cut or flatten corrugated cardboard boxes to fit in container. Remove plastic wrapping and liners.
- Shredded paper may be recycled in the Blue Barrel if it is secured in a clear plastic bag.
  (NOTE: This is the only time that plastic bags can go in the recycling container.)

Too Good to Throw Away!
Vocabulary

Blue Barrel: The plastic container used for curbside recycling in the *Do More Blue* program.

Compost: Recycling food scraps and yard waste to create new soil through decomposition.

Do More Blue: Part of City of Tucson Environmental Services' waste management program focusing on recycling. The *Do More Blue* program provides Blue Barrels for co-mingled, curbside recycling in the City of Tucson; in addition, large blue containers are available for recycling at businesses and Neighborhood Recycling Centers. For more information go to tucsonaz.gov/DoMoreBlue or call (520) 791-5000.

Downcycle: To convert waste materials into new materials or products of lesser quality. For example, white notebook paper is often downcycled into cardboard.

Landfill: A large pit lined with plastic where trash is taken and covered with soil.

Los Reales Landfill: The landfill for the residents and businesses of Tucson and Pima County. Each day approximately 1,500 tons of solid waste is brought to the 350-acre landfill, located at 5300 E. Los Reales Road (between Swan and Craycroft Roads). For more information go to tucsonaz.gov/es/los-reales-landfill.

Materials Recovery Facility: A Materials Recovery Facility (MRF), pronounced "murf," is the facility where recyclable materials are taken to be separated and prepared to be made into new products.

Natural Resources: Raw materials and energy from nature: land, water, sunshine, and minerals. Everything comes from natural resources.

Neighborhood Recycling Center: Even if you don't have a Blue Barrel, you can recycle at one of 13 Neighborhood Recycling Centers located throughout Tucson. Locations can be found at tucsonaz.gov/es/neighborhood-recycling-centers.

Non-renewable natural resources: Materials that are considered finite in amount (e.g., petroleum, coal, copper), or exhaustible because of their scarcity, the great length of time required for their formation, or their rapid depletion.

ReCommunity–Tucson: The new MRF for the City of Tucson (opened July 2012), locate d at 3780 E. Ajo Way (near the intersection with Alvernon Way). For more information go to recommunity.com.

Recycle: To make something used into something new.

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Too Good to Throw Away!

Vocabulary

(continued)

Reduce: To buy or use fewer items or to throw away less trash.

Renewable natural resources: Materials that can be renewed, restored, or regenerated by natural ecological cycles or sound management practices. Examples include plants, animals and sunlight.

Reuse: To save something and use it over again for the same purpose or another purpose.

Single Stream Recycling: Recyclables that are collected mixed together, rather than separate from one another. In Tucson, all recyclable materials are placed together in the Blue Barrel, then sorted at the MRF.

Solid waste: More commonly known as trash or garbage; consists of everyday items we use and then throw away, such as product packaging, grass clippings, furniture, clothing, bottles, food scraps, newspapers, appliances, paint, and batteries.

Three Rs (3Rs): Reduce, Reuse, Recycle

Upcycle: To convert waste materials into new materials or products of better quality. For example, foil juice pouches can be upcycled to make handbags and backpacks.

Waste Stream: The total amount of waste that is thrown away.

NOTE: *Although some of the included vocabulary words and concepts may be advanced for Grades 1-2, they have been included for the teacher's background knowledge.*

Arizona Department of Education Academic Standards

The *Too Good to Throw Away!* program for grades 1-2 addresses the following Academic Standards. (Complete versions of the Academic Standards are available at http://www.azed.gov/standards-practices/.)

SCIENCE STANDARDS	ACTIVITY #1	ACTIVITY #2	ACTIVITY #3	PRESENTATION
SC01-S1C3-01 Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics.		✓		✓
SC01-S6C1-03 Identify common uses (e.g., construction, decoration) of basic earth materials (i.e., rocks, water, soil).				✓
SC01-S6C1-04 Identify the following as being natural resources: air, water, soil, trees, wildlife.	✓	✓		✓
SC01-S6C1-05 Identify ways to conserve natural resources (e.g., reduce, reuse, recycle, find alternatives).	✓	✓	✓	✓
SOCIAL STUDIES STANDARDS	ACTIVITY #1	ACTIVITY #2	ACTIVITY #3	PRESENTATION
SS01-S3C4-01 Identify examples of responsible citizenship in the school setting and in stories about the past and present.		✓		✓
SS01-S3C4-03 Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground.)		✓		✓
SS01-S4C2-01 Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.	✓			✓
SS01-S4C2-04 Discuss the ways places change over time.				✓
SS01-S4C3 Correlates with SC01-S6C1.	✓	✓	✓	✓
SS01-S4C4-02 Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.				✓

SOCIAL STUDIES STANDARDS (CONT.)	ACTIVITY #1	ACTIVITY #2	ACTIVITY #3	PRESENTATION
S01-S4C5-02 Identify resources that are renewable, recyclable, and non-renewable.	✓	✓		✓
SS01-S5C1-02 Recognize that people need to make choices because of limited resources.	✓	✓		✓
SS02-S3C4-01 Discuss examples of responsible citizenship in the school setting and in stories about the past and present.		✓		✓
SS02-S3C4-03 Describe the importance of students contributing to a community (e.g., helping others, working together, service projects).		✓		✓
SS02-S4C2-02 Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.	✓	✓		✓
SS02-S4C2-04 Discuss the ways places change over time.				✓
SS02-S4C5-01 Identify ways (e.g., agriculture, structures, roads) in which humans depend upon, adapt to, and impact the earth.	✓			✓
SS02-S4C5-02 Recognize ways of protecting natural resources.	✓	✓		✓
SS02-S5C1-01 Discuss how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.				✓
SS02-S5C1-03 Identify differences among natural resources (e.g., water, soil, and wood), human resources (e.g., people at work), and capital resources (e.g., machines, tools and buildings).	✓	✓		✓
SPEAKING AND LISTENING STANDARDS	ACTIVITY #1	ACTIVITY #2	ACTIVITY #3	PRESENTATION
1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	✓	✓	✓	✓

SPEAKING AND LISTENING STANDARDS (CONT.)	ACTIVITY #1	ACTIVITY #2	ACTIVITY #3	PRESENTATION
1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓	✓	✓
1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	✓	✓	✓	✓
1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	✓	✓		
2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	✓	✓	✓	✓
2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓	✓	✓
2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	✓	✓	✓	✓
VISUAL ARTS STANDARDS	ACTIVITY #1	ACTIVITY #2	ACTIVITY #3	PRESENTATION
VA01-S1C1-001 Contribute to a discussion about ideas for his or her own artwork.		✓	✓	
VA01-S1C2-001 Identify and experiment with materials, tools, and techniques in his or her own artwork.		✓	✓	
VA01-S1C2-002 Use materials, tools, and techniques appropriately in his or her own artwork.		✓	✓	
VA01-S1C4-001 Describe and explain his or her own artwork.		✓	✓	
VA02-S1C1-001 Contribute to a discussion about ideas for his or her own artwork.		✓	✓	

VISUAL ARTS STANDARDS (CONT.)	ACTIVITY #1	ACTIVITY #2	ACTIVITY #3	PRESENTATION
VA02-S1C2-001 Identify and experiment with materials, tools, and techniques in his or her own artwork.		✓	✓	
VA02-S1C2-002 Use materials, tools, and techniques appropriately in his or her own artwork.		✓	✓	
VA02-S1C4-001 Select and use subject matter and/or **symbols** in his or her own artwork.		✓	✓	

Teacher Note: Pursuing the suggested Extension Ideas at the end of the pre- and post-visit activities will allow you to address additional ADE standards in a variety of subject areas.

Do More Blue

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